

**REPORT
FROM THE
INSPECTORATE**

Greenhead College

June 1994

**THE
FURTHER
EDUCATION
FUNDING
COUNCIL**

THE FURTHER EDUCATION FUNDING COUNCIL

The Further Education Funding Council (FEFC) has a statutory duty to ensure that there are satisfactory arrangements to assess the quality of provision in the further education sector. It discharges the duty in part through its inspectorate, which inspects and reports on each college in the sector every four years. The Council's inspectorate also assesses and reports on a national basis on specific curriculum areas and advises the Council's quality assessment committee.

College inspections involve both full-time inspectors and registered part-time inspectors who have specialist knowledge and experience in the areas they inspect. Inspection teams normally include at least one member from outside the world of education and a nominated member of staff from the college being inspected.

GRADE DESCRIPTORS

The procedures for assessing quality are described in the Council Circular 93/28. In the course of inspecting colleges, inspectors assess the strengths and weaknesses of each aspect of provision they inspect. Their assessments are set out in the reports. They also summarise their judgements on the balance between strengths and weaknesses using a five-point scale. The descriptors for the grades are:

- grade 1 – provision which has many strengths and very few weaknesses*
- grade 2 – provision in which the strengths clearly outweigh the weaknesses*
- grade 3 – provision with a balance of strengths and weaknesses*
- grade 4 – provision in which the weaknesses clearly outweigh the strengths*
- grade 5 – provision which has many weaknesses and very few strengths.*

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FEFC INSPECTION REPORT 46/94

GREENHEAD COLLEGE

YORKSHIRE AND HUMBERSIDE REGION

Inspected January 1994 - March 1994

Summary

Greenhead College in Huddersfield is a well-governed and well-managed sixth form college concentrating its provision on 16-19 year olds. Entry to the college is selective and depends on achievements at GCSE level. Student numbers have increased by nearly 75 per cent over the last six years and demand exceeds the number of places available. The main strengths include knowledgeable and supportive governors; effective leadership which promotes continuous quality improvement; high student retention rates; enrichment activities for students; a specialist team of personal tutors providing effective support and guidance to students, and well-qualified and experienced staff. Teaching sessions are well planned and managed. Students' achievements at GCE advanced level are high. The college has devised an added value system which acts as a powerful motivator for both students and staff. Even in a well-managed college such as this, there are still issues to be addressed. These include extension of resource-based learning; a more systematic approach to departmental planning; job specifications for all teachers; performance review procedures for support staff; a strategy for the maintenance of accommodation and the widening of access, in the longer term, in line with strategic objectives.

The grades awarded as a result of the inspection are given below.

Aspects of cross-college provision		Grade
Responsiveness and range of provision		2
Governance and management		1
Students' recruitment, guidance and support		1
Quality assurance		1
Resources:	staffing	1
	equipment/learning resources	2
	accommodation	2

Curriculum area	Grade	Curriculum area	Grade
Sciences	1	Creative & performing arts	2
Mathematics	1		
Business, economics, computing	2	Humanities	2
		English	1
		Modern languages	1
		Social sciences	2

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INTRODUCTION

1 Greenhead College was inspected in two stages during the period January to March 1994. A team of eight inspectors spent a total of 35 inspector days in the college from 7 to 11 March 1994. Prior to this, 36 inspector days were used for the inspection of specialist subject provision. In all, inspectors visited 147 classes, examined samples of students' written work and held discussions with college governors, senior managers, staff and students, parents, employers and a representative from the Kirklees and Calderdale Training and Enterprise Council (TEC).

2 The inspection was carried out according to the framework and guidelines described in Council Circular 93/28. The framework describes a four-year inspection cycle. When this cycle becomes fully established, colleges will have the opportunity to respond to the findings of earlier inspection visits before their quadrennial inspection and the subsequent published report. As the inspection of Greenhead College occurred early in the cycle, the opportunity for such a response was not available.

THE COLLEGE AND ITS AIMS

3 Greenhead College was established as a sixth form college in 1974 on the site of a former grammar school. Since then the buildings have been significantly extended and refurbished. It is one of two sixth form colleges in Huddersfield which, together with Huddersfield Technical College, serve the post-16 educational needs of the locality. The college receives applications from 11-18 schools and independent schools in the surrounding area.

4 The college has increased its enrolments by 10.3 per cent, exceeding its target for 1993-94. At the time of the inspection, there were 952 students attending the college; 860 were taking General Certificate of Education advanced level (GCE A level) courses, 45 were following General National Vocational Qualification (GNVQ) advanced and intermediate courses and 47 were taking a one-year course leading to the General Certificate of Secondary Education (GCSE) and Royal Society of Arts (RSA) qualifications. Approximately 17 per cent of the students come from ethnic minority backgrounds.

5 There are 70.5 full-time equivalent teaching staff and 15.5 full-time equivalent support and technician staff. Staff expressed as full-time equivalents are shown in figure 1.

6 Because the college is over-subscribed, the governors have agreed an admissions policy which gives priority to applicants from designated partner schools. Any unfilled GCE A level places are then offered to other applicants on a competitive basis. A minimum entry requirement of two GCSE grades C plus two grades D has been set for all applicants to the college.

7 The college's mission statement sets out the following three main aims: to provide a supportive environment in which individuals feel valued,

grow in confidence and fulfil their potential for academic, moral, social and physical development; to continue to be a centre of excellence for a college of its type, providing within its means education and training of the highest quality for each individual student; and to be a major force in enabling its community to reach the nationally set foundation and lifetime learning targets.

RESPONSIVENESS AND RANGE OF PROVISION

8 Staff are aware of the various national policies and targets for education and training. These are referred to in various college documents and discussed at college meetings. In deciding in its mission to concentrate on providing for well-qualified, full-time 16-year-old students, account has been taken of the wide range of provision available in the neighbouring technical college. For example, Greenhead college does not offer foundation level courses and there are no adult part-time students at the college. The staff and governors seek to maintain the ethos of a sixth form college. Student entry is selective, based on achievement at GCSE level, and the students are exclusively 16 to 19 year olds. The major programmes of study are GCE A levels. There are, however, developing GNVQ programmes in business, health and caring and a science programme is planned from September 1994. There is limited advanced supplementary (AS) level provision. Student numbers in each of the curriculum areas are shown in figure 2. The proportion of students enrolled on intermediate courses is 7 per cent (figure 3). This is in line with the college's strategic objective of enrolling approximately 10 per cent of its students on courses at intermediate level.

9 Effective links are maintained with the college's partner schools. A high proportion of students who meet the college's entry criteria choose to enrol at the college. Although links with non-partner schools are not as strong, about 200 students per year from these schools enrol at the college.

10 There are productive links with Kirklees Local Education Authority (LEA), the Kirklees and Calderdale Training and Enterprise Council (TEC) and higher education institutions. For example, the careers service plays an important part in the students' individual action-planning processes and there are regular meetings with TEC personnel. The TEC has helped to fund the college's careers library and, together with the LEA and International Computers Limited, has contributed to improving the college's information technology resources. The Technical and Vocational Education Initiative (TVEI) has strengthened the links with local schools and colleges.

11 There are strong links with local businesses. For example, work placements for students are arranged with over 140 companies. Last year about 230 students were placed in industry and commerce for work shadowing, usually for one week. In some of the newer vocational areas of the curriculum, such as health and social care, placements in industry are less well developed.

12 Enrichment activities are a prominent feature of the curriculum. These include community service, sport, music and drama, cultural activities, student societies, and work shadowing. Over 100 students are engaged in community service each week, supporting, amongst others, senior citizens, a local hospice, and a school for pupils with learning difficulties and/or disabilities. Some opportunities to broaden the students' experience are, however, being missed. For example, there are no language options in the GNVQ programme and there is limited supplementary activity in information technology.

13 Some of the aims in the college's 1993 strategic plan are to increase the number of modular courses offered, integrate academic and vocational courses, where appropriate, and increase accessibility to courses for adults and part-time students. The college is moving to achieve these aims.

14 The college has a good reputation in the locality. There are regular college functions, including open evenings. The prospectus is informative and includes useful student case histories. More detailed subject information is available in attractive leaflets. There is good coverage of the college in local and regional newspapers.

GOVERNANCE AND MANAGEMENT

15 The governing body has a wide and balanced membership reflecting the interests of the community, industry and commerce. There are 16 members including the principal and three members of the college's staff. Nine represent employers, two represent community interests and one the local TEC.

16 Governors have a clear understanding of their statutory duties. Corporation meetings, held at least twice a term, are well attended and supported by relevant documentation. Governors are effective in providing strategic guidance, monitoring and review. They are knowledgeable about relevant legislation, key publications of the Further Education Funding Council and developments within the sector. The committee structure is appropriate. Specific use is made of individual governors' knowledge and experience on the various committees. Governors participate in the activities of the college through visits to departments and regular meetings with staff and students.

17 The current management structure has been in place since September 1990. The senior management team, known as the administrative group, comprises the principal, the two vice-principals, four assistant principals and the college administrative officer. There is strong and effective leadership.

18 Communication throughout the college is good. There are frequent briefings of staff by the senior management team. All staff with responsibility for pastoral tutoring meet on a weekly basis. The college issues regular bulletins to staff and publishes a college newsletter. Teachers and support staff have ready access to senior managers. The

ease of communication possible among a relatively small group of teachers partially compensates for the lack of formality in recording meetings at course, department, cross-college and senior management level.

19 The strategic planning process is consultative and systematic, involving governors, teachers and support staff. Departmental development plans, however, lack a consistent framework and do not adequately inform the annual strategic planning process. The college's unit of funding for 1993-1994 as recorded in the FEFC report, *Funding allocations 1993-1994*, was £2,637 per weighted full-time equivalent student. The median for sixth form colleges was £2,647. The college has a 16 month budget of £4 million of which 94 per cent is funded by the FEFC. Summaries of the college's income and expenditure are shown in figures 4 and 5, respectively.

20 Financial allocations to departments are based on student numbers and are regarded by heads of department as open and equitable. Governors receive a monthly financial statement showing actual income and expenditure compared with budgeted figures. Reasons for variance are given. Student unit costs have been calculated for individual subjects, tutorials and careers counselling. The college uses two separate computerised management information systems. One deals with financial matters, the other with information relating to staff and students. Although the systems are not integrated they provide a range of reports that inform management decision making, monitoring and review.

21 Student retention rates are closely monitored. Records include the reasons for withdrawal. The overall college retention rate for 1992-1993 was 94 per cent. A central record of student destination data is published each year. The college also monitors its former students' final attainments in their higher education courses. The analysis of retention and destination data contributes to the college's strategic planning and its marketing policies.

STUDENTS' RECRUITMENT, GUIDANCE AND SUPPORT

22 The ambience within the college is friendly and supportive and reflects the college's philosophy that each student is an individual who is to be valued. Students comment favourably on the approachability of staff and on teachers' willingness to provide help and support when required.

23 Information and guidance provided to students before entry is well structured and effective. Students and their parents benefit from attractive and informative documentation, helpful taster days, open evenings, and good contacts between senior staff and partner schools. Students are able to settle in quickly to college life through a thoughtfully structured induction programme which includes well-designed tutorial activities and early individual discussion with students and parents. Transfer between subjects is effected smoothly after detailed advice from personal tutors and thorough consultations with parents.

24 Students are supported by an effective team of twelve teachers who

act in a specialist capacity as tutors. These tutors are well qualified and experienced. They have a high profile in the college and students, particularly those with social and emotional difficulties, feel comfortable about approaching them. The physical location of tutors in a purpose-built pastoral suite ensures that they have the opportunity to work together closely as a team. Good use is made of the college's numerous links with external agencies, although few students are aware of the services of an Asian counsellor in the local community.

25 Group tutorials are timetabled for one hour weekly. They bring together students from different subject areas for a programme of activities related to their personal and social development. The students value the sessions. As part of a recent health education tutorial programme, the whole college participated in an enjoyable and challenging health day which involved a number of external speakers.

26 Students' individual progress is monitored on a regular basis, using a system developed within the college. The system is based on regular measurement of the added value of individual students' achievements as they proceed in their studies. It enables students to compare their current performance against their potential. The monitoring is highly successful in motivating students and identifying those requiring extra support and encouragement. The process involves self-assessment and dialogue with subject teachers and personal tutors, leading to the development of an individual action plan. These individual action plans form the basis of a college record of achievement. The system is a successful one now used by some 800 schools and colleges in the United Kingdom.

27 Students are given valuable help and advice on careers and higher education as part of their tutorial programme. A well-stocked careers library is available for students' use. Materials include a number of computer software packages. A member of the careers service works closely with the tutorial team and is a useful source of individual guidance for students.

28 There is an active student council which is assisted by a liaison tutor. As well as running social events and fund raising for charity, the council represents students' views on various aspects of college life.

TEACHING AND THE PROMOTION OF LEARNING

29 Teaching sessions are well planned and managed. Schemes of work are detailed and many are used by students to plan their own studies. Students are required to cope with a demanding workload. Additional classes are timetabled, as required, to support students who experience difficulties with their studies and to provide for students who can cope with more advanced work.

30 Of 147 teaching sessions inspected, 79 per cent were judged to have strengths which clearly outweighed weaknesses. The following table summarises the grades allocated to the sessions inspected.

Teaching sessions: inspection grades by programme of study

Programmes	Grade	1	2	3	4	5	Totals
GCE A/AS level		34	44	20	0	0	98
GCSE		0	5	2	0	0	7
GNVQ		2	2	0	1	0	5
Other		13	17	7	0	0	37
Total		49	68	29	1	0	147

31 In the sciences, students benefited from good subject coverage. Lessons incorporated practical experiments and theory. Hand-outs and other support materials were well prepared and provided good guidance for students. The teachers demonstrated a thorough knowledge of their subject area. Students were enthusiastic and highly attentive. They were anxious to do well. In one practical chemistry class, students were engaged in an experiment which was potentially hazardous. They were well briefed about procedures and equipment before commencing the experiment. The examination of safety requirements formed an integrated part of the various tasks. The students worked with care in a well disciplined and supervised environment. As a result, they acquired essential subject knowledge, appreciation of safety procedures and increased self-confidence.

32 The wide variety of teaching methods used in mathematics included the use of information technology to illustrate basic principles in practical and investigative work. In lessons developing standard trigonometrical formula, computers were used to illustrate graphically the underlying theory. Students were highly attentive and appreciated the visual stimulus. They then developed their own models and were able to use the computers to test their solutions and extend their knowledge further. Students' progress was closely monitored and they received useful feedback from teachers. Although students were encouraged to contribute in class, and usually did so, there was not always a systematic attempt on the part of teachers to develop their oral skills in analysing problems.

33 Teaching in English language was vibrant and engaging and staff-student relationships were good. In literature lessons, the lecturing style was predominant and there was less opportunity for the students to engage in genuine discussion. Students' work was marked fairly, and at an appropriate standard and teachers' comments were constructive and helpful. In modern foreign languages, teaching material was well prepared and structured, with a range of activities to cater for different abilities. In a GCE A level French class, for example, students were consolidating their knowledge of the resistance movement by group discussions in French and activities were being supported by a slide presentation from the teacher. Students enjoyed the lesson and showed confidence in their use of spoken language.

34 GCE A level history students engaged in demanding tasks. Lessons were delivered with enthusiasm by knowledgeable teachers and the materials provided for classwork were intellectually stimulating. There was good subject coverage. In geography and geology a wide variety of teaching methods was used effectively. These included the use of slide presentations, videos, group work and whole class teaching. There was good rapport between students and teachers, and the students readily entered into discussion of the subject matter. The students made good use of a series of model answers which teachers had produced from the reports of external examiners.

35 In the social sciences, students of psychology gained much from their involvement in group presentations about the results of their investigative work on the factors causing stress. They made good use of the overhead projector and other visual aids to describe their results. Teaching was well planned, highly informative and had clear aims and objectives. Students on the GNVQ health and social care programme were well motivated. Their teachers were enthusiastic and demonstrated expertise in these vocational areas. In sociology, some of the work lacked urgency and as a consequence students were not fully stretched. In government and politics there were purposeful group discussions related to recent employment legislation. The overall planning of this subject area, however, lacked detail. For example, there were no marking schemes or homework policies.

36 Students on the recently-introduced modular GCE A level course in business studies were involved in challenging assignments requiring considerable research work, the use of computing applications and financial analysis. By contrast, the curriculum development in economics was more limited. For example, there was little use of information technology and much reliance was placed on students taking notes. However, students were well motivated and staff demonstrated a sound knowledge of their subjects. In GNVQ business, the students had the opportunity to apply their knowledge and skills in a range of practical contexts. The absence of a business workshop, however, was hindering the ability of students to construct realistic portfolios of evidence. The teaching of secretarial subjects was sound; students had the opportunity to practise a range of business skills as part of their course. The teaching on computer studies courses was generally satisfactory although there were occasions when students found the tasks undemanding.

37 Teachers of music and drama were enthusiastic, knowledgeable and highly motivated. Students had open access to a recording studio with a wide range of modern music technology equipment. In art, staff worked closely to syllabus guidelines and the content was imaginatively interpreted through the use of a wide range of media, covering different skills. Physical education classes were well planned and managed. Some of the physiology theory work was of a rather superficial standard.

STUDENTS' ACHIEVEMENTS

38 Students spoke positively about their courses of study and demonstrated a sense of pride in the college. They participated readily in class and were articulate in discussions. Practically all were highly motivated, interested in their studies and anxious to achieve high grades in their examinations.

39 Students worked enthusiastically in groups, developing their skills of communication and teamwork and learning from each other in the process. Group work was conducted in a well-organised and comfortable atmosphere in which students' confidence could grow and leadership could be practised.

40 Written work was generally well ordered and neatly presented, showing evidence of the acquisition of study skills such as note taking, essay technique, and portfolio organisation. Language students were encouraged to learn from their mistakes by re-drafting corrected written work. In some curriculum areas, however, the core skills of numeracy, communication and information technology were not given sufficient attention.

41 In sport, drama, science and languages students developed good levels of practical skill. Practical work in physics showed that they had developed a good understanding of experimental procedure and techniques. English students practised the writing tasks required in the syllabus by producing a students' page in the local newspaper. Although the standard of art was high the students found it difficult to complete some of the practical work in the time available.

42 There were high levels of achievement in the GCE A level examinations. Of the 900 subject entries in 1993 (excluding general studies), 54 per cent gained grades A-C, compared with a figure of 46 per cent for sixth form colleges nationally, and 89 per cent gained grades A-E, compared with a national figure of 80 per cent. There were similarly high achievements in previous years. The college shows particular strengths in chemistry, where 67 per cent of the students gained grades A-B in 1993, and in mathematics, where the corresponding figure was 48 per cent. Students' achievements in GCE A level business studies were impressive: although their initial GCSE points scores on entry were amongst the lowest in the college, 93 per cent gained a pass and 51 per cent gained grades A-C. The 334 students, entered for two or more A levels in 1993, gained an average points score of 16.3 (where A=10; E=2), placing the college among the top 20 institutions in the further education sector.

43 The one-year intermediate level course is successfully enabling students to improve their qualifications before progressing to higher level education or employment. Of the 83 students who started the GCSE course in 1992, 81 completed the course and 58 left with four grades of C or better. Students also gained successful results in RSA secretarial subjects, where the overall pass rate was 87 per cent. Of the 12 students who took the GNVQ intermediate course, 11 were successful.

44 A significant proportion of students progress to higher level education or to employment. For example, in 1993, 79 per cent of A level leavers progressed to higher education, 58 per cent of students on the one-year course progressed to GCE A level courses, 13 per cent to advanced vocational courses, and 14 per cent to employment and training.

45 Students' achievements in the enrichment programme are also high. A recent musical production successfully harnessed the talents of those students with ability in music, stage design, costume design, acting and direction. The college is represented at county and national level in competitive sport, and there are particular strengths in rugby league, netball and football. The college's Young Enterprise scheme has a record of success locally; through it, students gain valuable experience of running their own company as well as raising money for charity. The Duke of Edinburgh Award Scheme enables students to raise their personal level of achievement, particularly through demanding expeditions to Scotland and the Lake District.

QUALITY ASSURANCE

46 The central feature of the college's quality assurance arrangements is the value added system which provides an effective means of measuring student and staff performance. The system has attracted national interest and has been adopted by many schools and colleges. The system is based on an analysis of the students' GCSE results on entry. Their subsequent progress is closely monitored and teachers compare their performance in tests and assignments with a graphical scale which helps them to predict the results students are likely to achieve at GCE A level. The value added approach informs both teachers and students. Students benefit from the early predictions and regular monitoring. Targets are identified, monitoring procedures are well defined and students are motivated to achieve their potential. A high level of support is provided for under-achieving students. Staff and students are strongly committed to the scheme and it enjoys the support of parents and governors.

47 Departmental and course teams meet regularly to monitor performance, review progress and determine strategies for quality improvement. The value added system enables comparisons to be drawn not only between actual and potential student achievement but also between the performance of different teachers and departments. The principal meets all heads of departments and departmental teams to review performance in the light of examination results and action is promptly taken to tackle performance which is unsatisfactory. In a few cases, staff have been redeployed and new or additional staff introduced.

48 The college has a student agreement, reflecting the national charter for further education, which sets out students' rights and responsibilities. The agreement is well understood by students and a draft charter has been prepared with widespread staff involvement.

49 The college lacks departmental development plans which identify the training requirements of staff and provide a basis for evaluation and review. While the performance of teaching staff is reviewed in the context of the value added system, there is no formal system for the performance of support staff against agreed objectives.

50 The induction programme for new staff is well conceived and there is a good range of in-house and external staff development which reflects the priorities identified in the college's strategic plan. Staff and departmental meetings are used effectively and good practice has been disseminated across the college, for example through the establishment of resource bases which bring together staff from different departments.

RESOURCES

Staffing

51 Teachers are well qualified and experienced. Eighty-nine per cent possess a first degree or equivalent and 85 per cent have a teaching certificate. Twenty one per cent have higher degrees and 8 per cent have recent industrial experience. A significant proportion of teachers undertake external examinations work. Currently, job descriptions are restricted to newer members of staff.

52 There has been a significant increase in the number of support staff over the last five years, particularly in administrative and clerical areas. They are well qualified and provide an effective and efficient service. Technicians are suitably qualified and experienced and have opportunities for continuing professional development. There are consultative meetings each month between support staff and senior management.

53 The staffing policy embodied in the strategic plan, includes an analysis of projected staffing needs in relation to student growth rates and target staff-student ratios. A draft revised staff handbook outlines personnel, health and safety and administrative procedures. Staff turnover is generally low and teachers display high levels of commitment, team work and job satisfaction.

Equipment

54 The range and quality of equipment for art, drama, languages, mathematics, music, physical education, and psychology are good. Audio-visual aids, including overhead projectors, are available in most teaching rooms. Photocopiers, which are free at the point of demand, are located at strategic points around the college, and have central technician support.

55 Only one of the three computer suites has modern computers and software. The college is planning to update and increase the computer facilities. A new suite is due to open later in the year. There is a well-used CD-ROM facility in the library and an expanding range of software. There

is no overall replacement strategy for equipment. Staff access to information technology facilities varies.

56 Library facilities are good. There are 160 study spaces and about 10,000 stock items. All students are provided with core and supplementary text books and there are a number of departmental libraries. In the art department, for example, there are 2,000 stock items. The main library is open from 08.30 until 18.00. A quarter of the library budget is spent on periodicals and their use is closely monitored through a signing-out system. There is a two-stage library induction programme for students and a computerised catalogue produces an effective information-retrieval and issue-return system. Library staff are qualified and experienced. The librarian contributes to the college curriculum working group. Book losses are not monitored and the library is unsupervised in the early evening period.

Accommodation

57 The college is in a pleasant and quiet location adjacent to private housing. The campus buildings comprise four main teaching blocks including a new sports hall, and 14 temporary mobile classrooms. Efficient and effective use is made of existing accommodation, and there is a high room occupancy rate. Significant improvements have recently been made to the accommodation by the creation of tutorial rooms and associated counselling offices, together with the modernisation of the kitchen and a library extension. The main accommodation is well furnished and decorated and there are a number of displays of students' work. The social and recreational areas for students, comprising the refectory and main hall, are overcrowded at peak times. There is limited access to buildings for students who have severely restricted mobility. The changing rooms for physical education are too small and badly equipped. The mobile classrooms offer poor quality accommodation.

58 An accommodation strategy has been developed internally which includes an audit of current provision and planned and costed priorities linked to curriculum development. The college intends that new buildings will eventually replace the current mobile classrooms and that the students' social areas will be extended. A recent maintenance programme has helped to ensure that the permanent buildings are in a good state of repair.

CONCLUSIONS AND ISSUES

59 The college is successful in achieving its strategic goals: to provide high quality education and training for each individual student and a supportive environment in which individuals feel valued and fulfil their potential. Its strengths are:

- strong and effective leadership which promotes continuous quality improvement
- the value-added system, which acts as a strong motivator for students and staff

-
- the wide range of enrichment activities
 - effective links with partner schools, the careers service and the training and enterprise council
 - active and supportive governors who provide sound strategic guidance
 - over-subscribed courses and the exceeding of enrolment targets
 - an effective personal tutor team providing good quality guidance and support to students
 - well-planned teaching and good subject coverage
 - high levels of success in GCE A level examinations
 - a well-planned accommodation strategy
 - well-qualified and experienced teachers.

60 The college should address the following issues if it is to raise yet further the quality of provision and the standards achieved by its students:

- a more systematic approach to departmental development planning
- a system of performance review against agreed targets for support staff
- a strategy for the maintenance of accommodation
- the extension of industrial experience to a larger number of teachers
- providing job specifications for all teaching staff
- the extension of resource-based learning opportunities
- the long-term widening of access to the college for part-time students and adults, in line with its strategic objectives.

FIGURES

- | | |
|---|--|
| 1 | Staff profile – staff expressed as full-time equivalents (1993-94) |
| 2 | Student numbers by curriculum area (1993-94) |
| 3 | Percentage enrolments by level of study (1993-94) |
| 4 | Recurrent income (for 16 months to July 1994) |
| 5 | Estimated expenditure (for 16 months to July 1994) |

Note: the information contained in the figures was provided by the college to the inspection team.

Figure 1

Greenhead College: staff profile – staff expressed as full-time equivalents (1993-94)

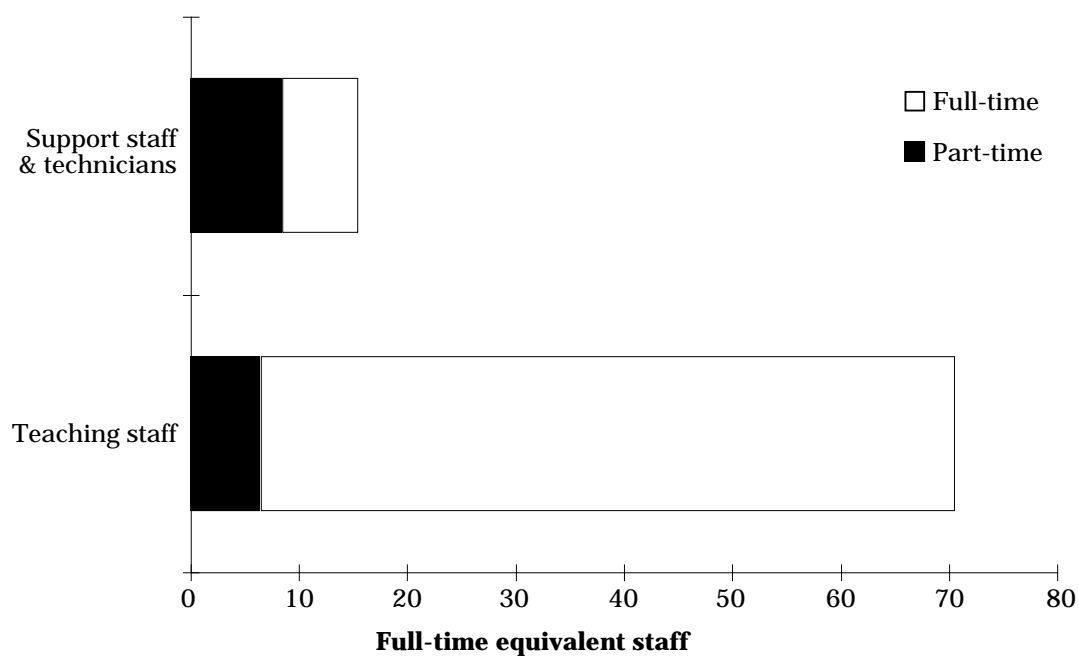
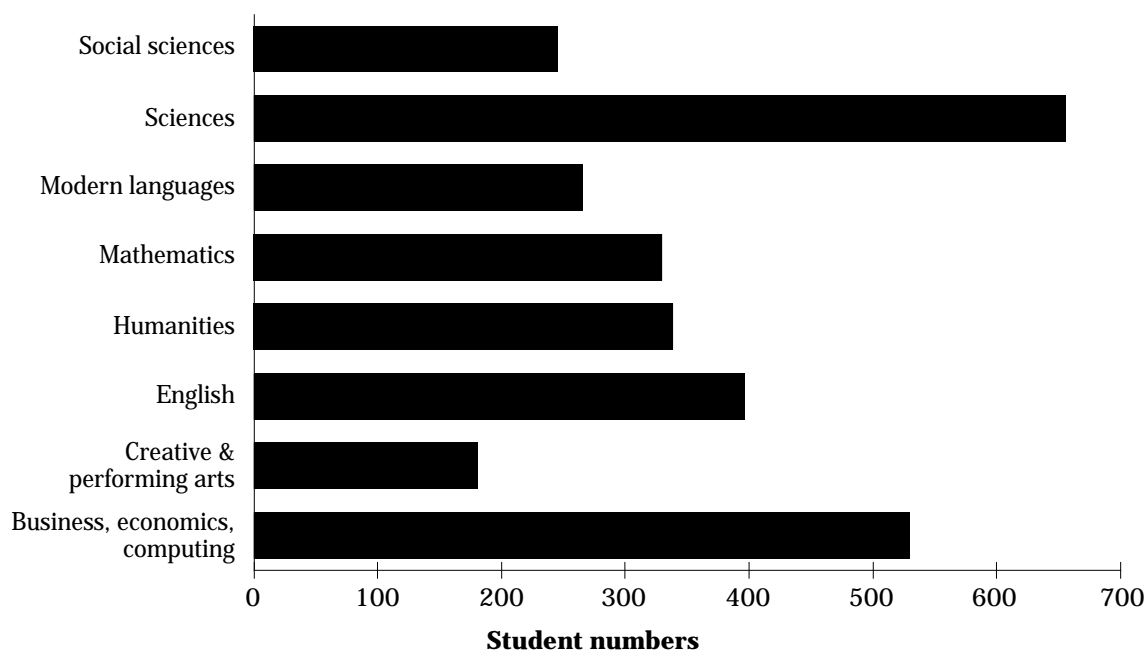


Figure 2

Greenhead College: student numbers by curriculum area (1993-94)

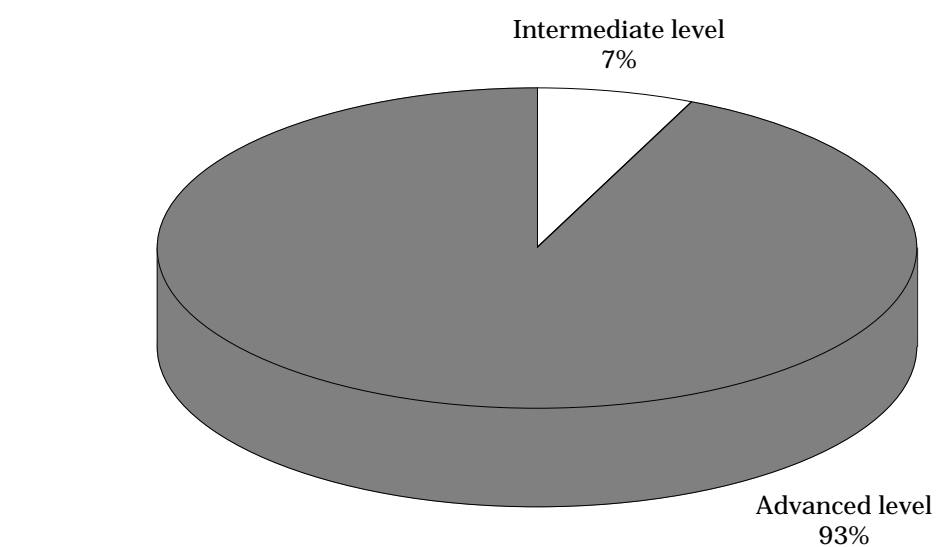


Enrolments: 952

Note: students may appear in more than one curriculum area.

Figure 3

Greenhead College: percentage enrolments by level of study (1993-94)



Enrolments: 952

Figure 4

Greenhead College: recurrent income (for 16 months to July 1994)

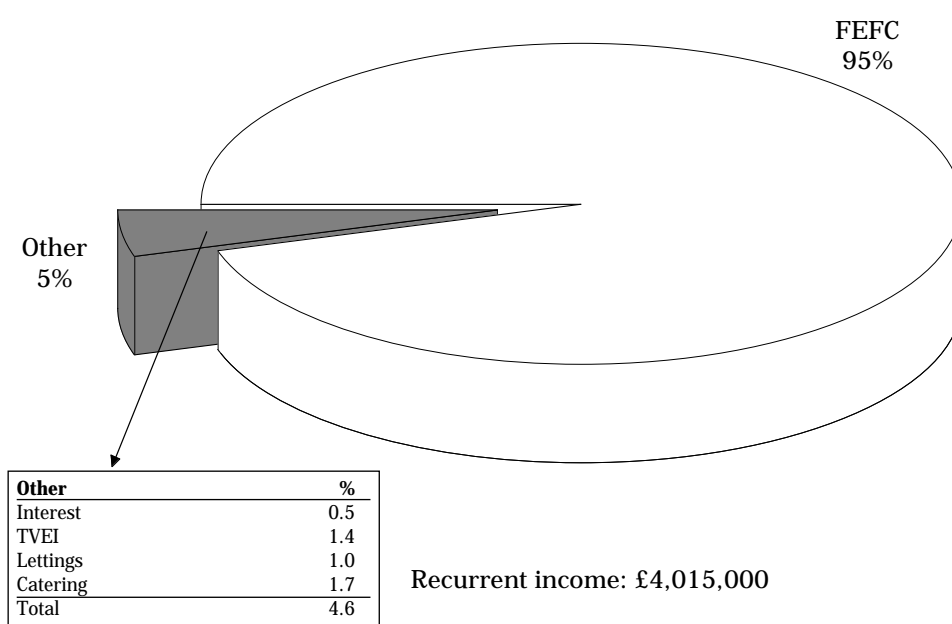
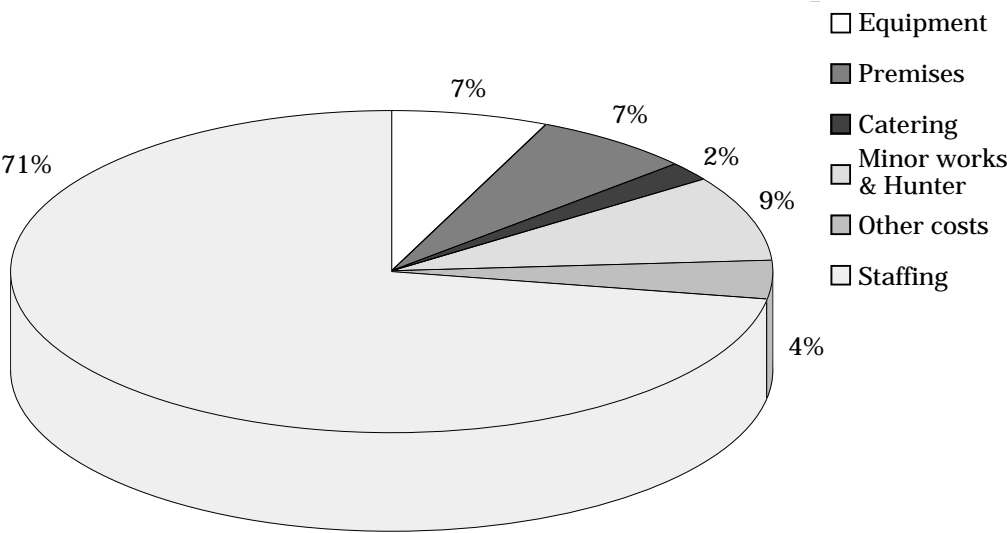


Figure 5

Greenhead College: estimated expenditure (for 16 months to July 1994)



Estimated expenditure: £3,819,000

